

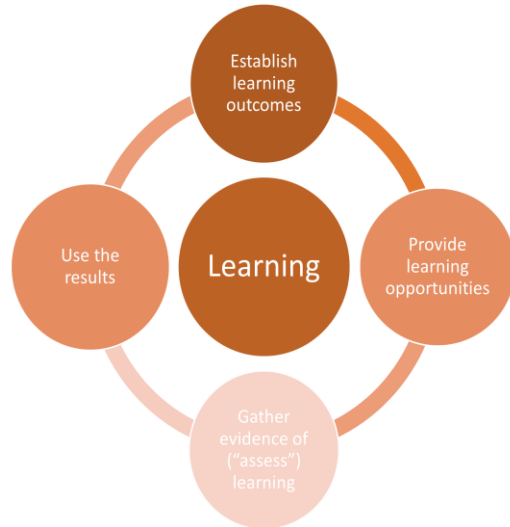
# Student Learning Assessment @ KBOCC





# What is Assessment?

- Institutional Effectiveness & Mission Fulfillment
  - Student Learning



## Assessment of Student Learning IS:

- The systematic collection of information about student learning, using the resources available in order to inform decisions that affect student learning (Barbara Walvoord)
- Deciding what we want our students to learn and making sure they learn it (Dr. Jane Wolfson)

## Assessment of Student Learning is NOT:

- Evaluating individual students
- Judging individual faculty or staff



## Why do we assess?

- Accountability & Stewardship
  - For our students
  - For ourselves
  - For accreditors & funders
  - For stakeholders & community
- As educators, we have a commitment to students:
  - To provide quality education
  - To set high expectations for learning
  - To confirming learning is taking place
  - To develop effective practices for the future

### KBOCC Strategic Plan, 2020-2025

- **Objective 2: Institution-wide Assessment:**  
Use assessment for continual quality improvement in all college programs



## Why do we assess?



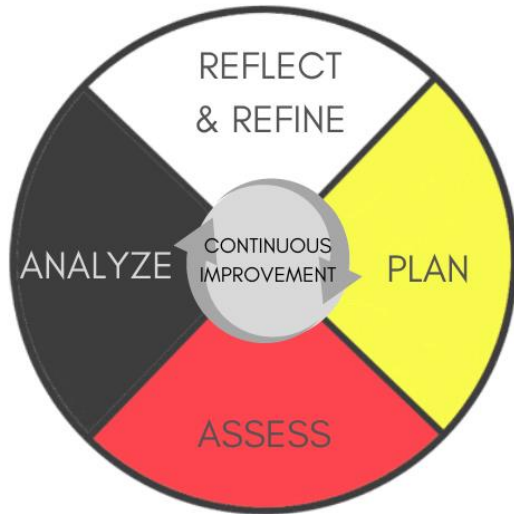
### Criteria for Accreditation

- **Criterion 3.A.2:** The institution articulates and differentiates learning goals for its undergraduate...and certificate programs
- **Criterion 4B:** The institution engages in ongoing assessment of student learning as part of its commitment to the educational outcomes of its students
  - 1. The institution has effective processes for assessment of student learning and for achievement of learning goals in academic and cocurricular offerings
  - 2. The institution assesses achievement of the learning outcomes that it claims for its curricular and cocurricular programs
  - 3. The institution uses the information gained from assessment to improve student learning
  - 4. The institution's processes and methodologies to assess student learning reflect good practice, including the substantial participation of faculty and other instructional staff members.



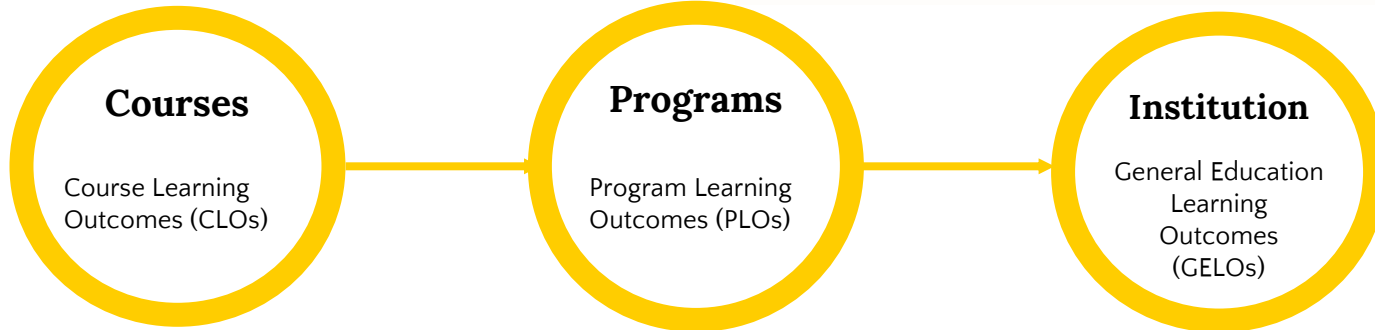
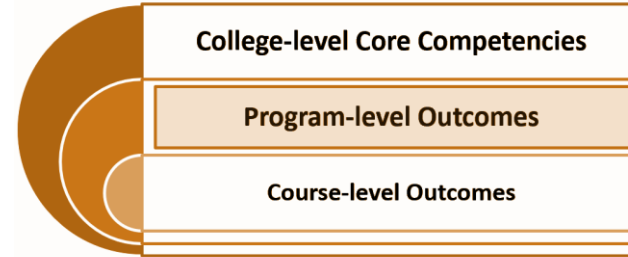
# How do we assess?

## Assessment Framework





## How do we assess?



### Every semester

- Course-Embedded Assignments
  - Quizzes
  - Tests & exams
  - Verbal feedback
  - Course evaluations

### 2-year Cycle

- Program Outcomes
- Program Review - 5 years

### Varies

- General Education Outcomes (2-year)
- Graduate Exit Interviews
- Alumni Surveys
- Enrollment Management
- *Strategic Plan*



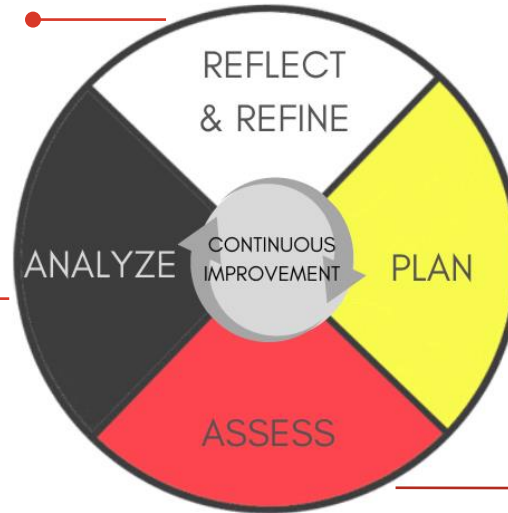
# Course Assessment

## Report Planned Improvements

What will you do differently to **improve** student learning? Is the assessment process aligned, effective & sustainable?

## Report Findings & Analysis

Were outcomes met? Where there areas of learning weaknesses or strengths?



## Syllabus

- Select 2 CLOs to assess
- Identify WAC assignment
- Identify cultural component
- Bonus: link assignments/assessments to CLOs/GELOsTargets

## Collect Student Learning Data

- # of students assessed
- # of students who met target



## When to Assess

10 days prior to term	<b>Syllabus - "Assessment Plan"</b>	<ul style="list-style-type: none"><li>• Must list all CLOs &amp; identify which 2 CLOs will be assessed &amp; reported on</li><li>• Identify assignments that satisfy</li><li>• Recommended: Identify how assignments &amp; assessments (grades) are linked to CLOs, GELOs</li></ul>
Wed following end of term	<b>Course Assessment Reporting Form</b>	<ul style="list-style-type: none"><li>• Online form sent via email near end of term</li><li>• Assessment results from CLO &amp; WAC assessments</li><li>• Planned improvements</li><li>• Anishinaabe culture component activity</li></ul>
Ongoing	<b>Collaborative &amp; Communities of Practice</b>	<ul style="list-style-type: none"><li>• Discuss assessment results &amp; findings within Department faculty</li></ul>





# Course Assessment Plan = Syllabus

## Student Learning Objectives (SLOs)

1. Become a critical consumer of developmental research by understanding a variety of methodological issues (assessed by MythBusters analysis and exams).
2. Be able to read, understand, and integrate research in human development (assessed by journal article assignment and exams).
3. Understand the importance of scientifically studying issues pertaining to human development (research proposals 1 & 2 and exams).
4. Be able to apply varying research methods to study people of all developmental periods (assessed by team-based research project).
5. Understand the ethical considerations involved when conducting research, especially with those under 18 (assessed by human subjects research training and research presentation).
6. Learn about the research process by conducting a literature review, formulating a developmental research question and hypothesis, designing and carrying out methodology to test hypothesis, analyzing data, and writing APA-formatted research paper (assessed by exams and APA style & format assignment).

## Grading Policies

Assessments				Grading Scale		
Assignment	Points	% of Total	SLOs	Total Points	Letter Grade Equivalent	
Human Subjects Research	50	5%	5	1000-900	A	
APA Style & Format	50	5%	6	899-800	B	
MythBusters Analysis	50	5%	1	799-700	C	
Journal Article Evaluation	50	5%	1 & 2	699-600	D	
Research Proposal Part 1	50	5%	1-3	599 or less	F	
Research Proposal Part 2	50	5%	1-3			
Draft of Introduction & Method	NG	NG	4-6			
Introduction & Method Paper	100	10%	4-6			
Draft of Results & Discussion Paper	NG	NG	4-6			
Results & Discussion Paper	100	10%	4-6			
Draft of Final Research Paper	NG	NG	4-6			
Final Research Paper	100	10%	4-6			
Research Presentation	100	10%	4-5			



## Course Assessment Plan = Syllabus

### Course Curriculum Map (optional/helpful)

<b>CLOs:</b> <i>This what you'll learn how to do</i>	<b>Aligned PLOs/GELOs:</b> <i>Learning this will help you to how to</i>	<b>Assignments/coursework.:</b> <i>This is how you'll learn how to do it</i>	<b>Assessment</b> (test, paper, project, presentation): <i>This is how you'll show me that you've learned how to do it</i>
Analyze your own and others' responses to a work of art	Think critically and analytically (GELO)	Small group discussions of critical responses to artworks	Paper comparing your response to a work of art to those of critics
Develop information literacy skills	Information literacy (GELO)	Library research project	(Graded) library research project



## Common Assessment Tools

<b>If you want to...</b>	<b>Use These Sources of Information</b>	<b>And Assess Them Using</b>
<b>Assess knowledge and conceptual understanding</b>	Multiple-choice tests	Item scores, mapped back to test blueprints
<b>Assess thinking and performance skills</b>	Paper, projects, performances, essays, exhibitions, field experiences, and other learning activities	Rubrics
<b>Assess attitudes and values</b>	Reflective writing	Qualitative analysis
<b>Draw an overall picture of student learning, including thinking and performance skills as well as attitudes, values, and habits of mind</b>	Portfolios	Rubrics and reflective writing
<b>Compare your students against peers</b>	Published instruments	Item scores and instrument sub-scores, mapped to key learning outcomes



## Course Assessment Reporting

- Link to online reporting form sent via email near end of term

## CLO Assessment 1 of 2

\* First Learning Outcome Measured

\* Measure: What activity/assignment was used to assess student learning?

\* Target: What was your criteria for success (percentage, number score, rubric performance level, etc.) that you had hoped students would achieve?

*For example, "80% of students will receive a rubric score of 75 or greater"*

\* How many students completed the activity? Please enter the number of students.

\* Findings: How many students met or exceeded the target (stated above)? Please enter the number of students.

Explanation/Analysis of Findings:

\* Plans for Improvement: Based on the results, do you recommend any changes the next time the course is taught to improve student learning on this outcome?

*For example, change to how course is taught, add/modify assignment, changes to course content, change textbook, etc. If so, indicate general timeframe for planned changes.*

## Writing Across the Curriculum (WAC) Assessment Reporting

The Writing Across the Curriculum Holistic Scoring Rubric has been developed for the assessment of students' WAC assignments. Please report the number of students scoring at each rubric level below.

\* Measure: Briefly describe the writing assignment students completed to fulfill the WAC requirement.

\* How many students completed the WAC assignment?

\* Findings: For **Category One** (Concepts), how many students scored at each level?

1:

2:

3:

\* Findings: For **Category Two** (Organization), how many students scored at each level?

1:

2:

3:

\* Findings: For **Category Three** (Writing), how many students scored at each level?

1:

2:



3:

\* Based on the results, what changes have you planned or would you recommend for the next WAC assignment?



### Anishinaabe Cultural Component Reporting

\* How did you incorporate Anishinaabe or Ojibwa cultural components into this course? Select all that apply.

Please be as specific as possible.  

- Beliefs
- Values
- Philosophies
- Customs/traditions
- Ojibwamowin Language
- Historical or current events

Other:

\* Please explain.  



# Course Assessment Reporting

## Where does data go?

### Business Department Assessment Report, 2018-2020

#### Learning Outcome 1: Apply the basic functions of management appropriately

Objective	Measurement Tool (Who, what, how, when?)	Measurement Goal (Expected Results)	Findings (Actual Results)	Action or Recommendation
Shows appropriate goal planning	Assignment (Fall 2018 - BS110): Goal Identification	80% or more of students will meet or exceed expectations of C or better.	9 out of 11 (82%) students properly identified short term and long-term goals applicable to their business.	Outcome met.
	Assignment (Fall 2019 - BS110): Goal Identification	80% or more of students will meet or exceed expectations of C or better.	6 out of 8 students (75%) properly identified short term and long-term goals applicable to their business.	Outcome not met. No changes are required as the students just did not complete the assignment.
	Assignment (Spring 2020 - BS210): Marketing Plan Goals	80% or more of students will meet or exceed expectations of C or better.	4 out of 5 students (80%) properly identified short-term, long-term and marketing goals applicable to their business.	Outcome met. I will spend more time on the goal planning process including adding in a budget for each objective.



# Course Assessment Reporting

## Where does data go?

### General Education Department Assessment Report, 2018–2020

Write effective documents	Course Learning outcomes (see course learning outcomes matrix)  <b>Fall 2018</b>  EN102 1. Cite works by other authors 2. Synthesize multiple	80% or more of students will meet or exceed expectations	<b>Fall 2018</b>  EN102 1. 2 of 3 met the expectation.	Outcome met
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## Course Assessment Reporting

- Inform decisions/improvements to student learning

NILOA

Types of Change	Examples
<b>Curriculum</b>	Change prerequisites or GE requirements; Add required courses; Replace existing courses with new ones; Change course sequence; Add internships, labs and other hands-on learning opportunities
<b>Faculty Support</b>	Provide targeted professional development opportunities; Increase number of TAs or peer mentors; Add specialized support to faculty (Library, Academic Technology, etc.); Increase support to promote dialogues and community among faculty
<b>Pedagogy</b>	Change course assignments; Add more active-learning components to course design; Change textbooks; Increase opportunities for formative feedback and peer-assisted learning
<b>Student Support</b>	Increase tutors; Add more online resources; Improve advising to make sure students take the right courses; Provide resources to encourage community building among students and between students and faculty
<b>Resources</b>	Change the course management system; Improve or expand lab spaces; Provide resources to support student independent research
<b>Assessment Plan</b>	Refine SLO statements; Change methods and/or measures; Change where (e.g. courses) the data are collected; Collect additional data; Improve data reporting and dissemination mechanisms



## Assessment Resources

- Assessment Coordinator
- Department Chair
- Assessment Committee
- Library Resources
  - *Assessment Clear and Simple* by Barbara Walvoord
  - *Assessing Student Learning* by Linda Suskie
- National Institute of Learning Outcomes Assessment (NILOA)
- American Association of Colleges & Universities (AACU)



# Miigwech!

*Any* **questions** ?

You can find me at

- [cweingarten@kbocc.edu](mailto:cweingarten@kbocc.edu)
- WAB 402 (Black Wing)